

63132 - Design of Educational Research II

Syllabus Information

Academic year: 2024/25

Subject: 63132 - Design of Educational Research II

Faculty / School: 107 - Facultad de Educación

Degree: 330 - Complementos de formación Máster/Doctorado
573 - Master's in Lifelong Learning: Introduction to Research

ECTS: 6.0

Year: 573 - Master's in Lifelong Learning: Introduction to Research: 1

330 - Complementos de formación Máster/Doctorado: XX

Semester: Annual

Subject type: 330 - ENG/Complementos de Formación

573 - Compulsory

Module:

1. General information

This subject aims to introduce students to qualitative methodology through some characteristic designs and its relevant foundation regarding the topics and purposes of educational research (presuppositions of scientificity), as well as in the basic application of the processes of construction and qualitative data analysis (techniques and strategies and interpretation of results).

2. Learning results

- 1- To know the basic assumptions of qualitative methodology for the collection and treatment of data in socio-educational research processes.
- 2- To apply basic techniques and strategies to data acquisition, processing and interpretation in research designs using qualitative methodologies.
- 3- To draw up research designs on eminently qualitative modalities.
- 4- To assess the relevance of qualitative research in the social-scientific and educational fields.
- 5- To assess the ethical consequences of the articulation between research and educational praxis beyond the methodological dilemma.

3. Syllabus

- I. Rationale for qualitative methodology
- II. Emerging designs and modalities
- III. Participant observation
- IV. Narrative methods
- V. Qualitative data processing and analysis

4. Academic activities

Face-to-face activities

- Participation in theoretical-practical activities: 40 hours
- Problem solving and case studies: 20 hours
- Follow-up of assignments, academic tutorials and assessment tests: 9 hours

Non-face-to-face activities

- Work performance: 21 hours
- Study and independent work (individual and in teams): 60 hours

The activities will explore affinities with other elective and compulsory subjects of the degree, establishing synergies that allow a greater sustainability of the students' workloads. The activities are aligned with the Sustainable Development Goals based on the utility criterion of educational research, as well as the transformation of the researcher-researched roles in the methodologies associated with these research designs. Specifically, they will encourage a critical analysis of the meaning of educational research, its possibilities, and limitations within today's society from the imperative of quality education (goal 4), in an ethical and programmatic sense (goals 3 and 10), and working transversally on the rest of the learning outcomes and the entire

program content.

5. Assessment system

Continuous assessment

Option A

It will consist of two assessment instruments:

- 1) Written test. It will deal with the conceptual contents of the subject's syllabus and the compulsory readings [weighting 50%]. The assessment criteria will be correctness, relevance and conceptual rigor.
- 2) Assessment portfolio. Composed by the learning products [weighting: 40%] and their oral presentation [weighting: 10%]. All products will involve a critical reflection of the Sustainable Development Goals (SDGs). The portfolio will be accompanied by a rubric to ensure the degree of performance of its products. The general assessment criteria will be formal correctness, rigor, adequacy, coherence, relevance, openness and multi-referentiality.

Option B

It includes the production and presentation of the assessment portfolio [weighting: 40%+10%] but the written test is replaced by the design and substantiation of a research project [weighting 50%]. The project will deal with an issue related to the Sustainable Development Goals as proposed by the faculty. It will be accompanied by a rubric to ensure levels of project articulation. The general assessment criteria will be formal correctness, rigor, adequacy, coherence, relevance, openness and multi-referentiality.

The portfolio products will be submitted during the development of the subject. The presentation of the portfolio, the written test and the delivery of the research project (if applicable) will take place at the end of the continuous assessment. In all cases, there are minimum levels to be met: completion of all tasks, delivery on time and adequacy to the training demands.

It is compulsory to pass both assessment instruments in order to pass the subject for both options.

Global assessment

Students who do not opt for continuous assessment, do not pass the subject by this method or who would like to improve their grade, are entitled to take the global test, according to the Regulations of the Learning Assessment Standards of the University of Zaragoza.

It will consist of a two-part written examination:

- A) Test similar to the continuous assessment written test and with the same evaluation criteria [weighting 50%].
- B) Practical case or case study. It will be adapted to the demands of the continuous assessment portfolio and will have the same general evaluation criteria [weighting 50%].

Students must pass the two parts of the exam in order to pass the subject. In case students have passed the continuous assessment portfolio, they will only have to write the first part of the exam.

The second call will follow the global assessment method.

Fifth and sixth calls

The students involved must be aware that their assessment will take place before a board of examiners. They may also choose to write the test together with the rest of the reference group. In all cases, the same general subject requirements and assessment criteria will apply.

Notice

It should be noted that the University of Zaragoza's Rules of Coexistence will apply to irregularities in the assessment tests through academic fraud, and article 30 of the Rules of Learning Assessment will also apply to irregular practices other than academic fraud.

6. Sustainable Development Goals

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 10 - Reduction of Inequalities